

Noel Park Day Care Centre

Inspection report for early years provision

Unique reference number

EY303155

Inspection date

15/06/2010

Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Noel Park Day Care Centre is owned by New Age Childcare Services Ltd. It operates from Noel Park Centre in the London borough of Haringey. All children share access to a secure enclosed outdoor play area. The nursery is open from 8am to 6pm, Monday to Friday for 48 weeks of the year and closed on bank holidays.

A maximum of 43 children from birth to five years may attend the setting at any one time; there are currently 59 children on roll within the Early Years Register. The setting currently supports children with learning difficulties, disabilities and also English as an additional language.

There are 16 members of staff; of these, two hold a National Vocational Qualification (NVQ) at Level 3. Seven staff hold a National Vocational Qualification (NVQ) at Level 2. Two members of staff holds a degree in Education and one member is a qualified teacher. Two members of staff also hold Early Years Professional Status Qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management and staff team successfully promote most aspects of the Early Years Foundation Stage framework requirements within the suitable and inclusive environment and many aspects of diversity are reflected well. Children are making good progress in their learning and development. The management and staff team meet children's individual needs by the high quality provision they offer and by working well with their parents. They have the capacity to self-evaluate their practice with children and strive towards constant improvement for their benefit.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- improve the record of risk assessment so it identifies aspects of the environment both indoors and outdoors that need to be checked on a regular basis (Suitable premises, environment and equipment) 05/07/2010
- ensure the record of the children's hours of attendance is maintained at all times for all children looked after on the premises (Documentation) 05/07/2010

To further improve the early years provision the registered person should:

- further develop assessment and record keeping systems by ensuring that

staff consistently identify the next steps in children's learning

The effectiveness of leadership and management of the early years provision

All staff are well informed about safeguarding matters and they regularly attend relevant training. The provision keeps detailed records about medication, accidents and parental consents are obtained for all children. Although an attendance record is in place for all children, the hours of children's attendance is not kept up-to-date. This does not ensure the provider has a true and up-to-date record of all the children's actual times of arrival and is a breach of regulation. There is a designated child protection officer, her understanding of how to take lead responsibility for safeguarding children within the nursery and liaising with local statutory children's services agencies is good. Although, the management team have a good understanding of assessing risks, the record of risk assessment is not fully in place. This does not ensure any potential hazards are promptly identified and minimised.

Effective methods of self-evaluation are conducted by the provider and management staff and they discuss the findings at team meetings so that all members of staff can reflect on their work and contribute. In most respects evaluation is successful. The views of parents and children are also included and have resulted in change. For example, parents now have use of a user friendly storage area for buggies and children can plan their own learning. Staff training has highlighted areas for development and the whole staff team are working hard to secure ongoing improvement. They have worked hard, and continue to work, effectively with local authority early years quality and inclusion team who make visits to the provision to advise and train staff. In addition, they attend INSET day's at the centre based on aspects, such as, 'creativity' and 'behaviour management.' The provider's support for all staff to gain qualifications to aid their professional development is exemplary. Recommendations from the previous inspection are fully met. The management team successfully implement schemes and projects, such as Every Child's a Talker, Creating Health for Active London Kids and One Nursery. This ensures the quality of children's learning and development is enhanced.

There are more staff at the provision than is required by regulation and this ensures that the children are well supervised at all times. The good quality toys and resources are effectively arranged in themed environments or low level cabinets. The outdoor play area is organised so children have optimum opportunities to develop physically within a creative environment.

The children and staff represent a very wide range of cultures and everyone is treated with respect. Children who have little English when they join the provision are supported very well. Staff have a list of important vocabulary in children's home language to use when necessary. The children are settled and begin to communicate in English. Staff are supported by specialist persons working with the Local Authority when working with children with learning difficulties. They visit to observe and give guidance and advice about the best way to support children's

development.

The level of engagement with parents and carers is good. Staff hold 'getting to know you' meetings with parents to ensure they have all the relevant details of the child at the start of their placement. Coffee mornings are held so that parents and staff can share their observations of the children. Parents add their thoughts and views to assist staff in identifying children's individual needs and special interests. Parents are encouraged to celebrate special events in their life with the children. In addition, they contribute to the provisions inclusive practice by contributing their national flag and home phrases to the cultural display. At the end of the children's term parents are informed of primary school settings and an effective transition plan to ensure both child and family feel secure is available.

The quality and standards of the early years provision and outcomes for children

The management team and staff have a strong understanding of the learning and development requirements. They observe the children's individual learning and record their development in their profile folders. Observations are recorded for all areas of learning and next steps are identified in the majority of observations. Staff utilise the information they have obtained from concise observations to challenge and extend children's learning as they play. However, some staff have not consistently recorded the children's next steps of learning.

The children are happy and lively and have a strong bond with their key workers. Children are actively encouraged to make choices and decisions. They choose what they would like to play with and know they are expected to tidy toys away. Children understand fairness by learning to share and taking turns. For example, they all work as a team when making jam tarts. New children, whom are settling, show they feel safe in the way they cuddle with their key worker and they settle calmly to sleep.

Children are making very good progress with their speaking and listening skills. Older children discuss a trip to Paris, they are animated in their conversations with the key worker, eagerly suggesting how they will travel and what they see on their journey. The key worker praises children which in turn boosts their self-esteem. Circle time, also creates a time for children to talk. Older children listen to their favourite character 'Onion' who tells a story about 'going to school', this ensures the transition to school is smooth and children know what to expect. Younger children choose their favourite song and thoroughly enjoy interacting to the movements. They are also confident and proud to tell the inspector the letters within their name. Children have good opportunities to develop their emergent writing. Older children are beginning to form letters and younger children make marks in corn flour and sand. Children show that they can solve problems when they complete difficult puzzles and learn about time. They recognise numerals throughout their play, as they throw bean bags onto a number grid and staff consistently reinforce number and opportunities to count aloud. Children are stimulated as they use a large interactive whiteboard to develop information, communication and technology skills. They confidently select icons and progress

through software. This forms a good basis for their future learning. Children's creativity is developing well, they create a variety of paintings, draw pictures and recyclable materials to make models. Staff always encourage children's imagination to develop, for example, children talk about rockets travelling to Wood Green and Spiderman climbing in a web. In addition, they thoroughly enjoy the salon theme, by brushing and straightening the key workers hair into different styles.

Themes and topics are chosen to develop children's knowledge and understanding of the world. They visit gardens to develop an understanding of exotic plants and feel the texture of leaves and soil. In addition, they learn about different animals, insects and their habitats. The activities chosen to celebrate children's diverse cultural backgrounds are successful. They have celebrated the festival of light during Diwali and written in Chinese to celebrate the year of the tiger during the Chinese new year. Black history month involves them dressing in costumes and learning about famous people.

Children are encouraged to adopt a healthy lifestyle. They energetically play on a variety of resources in the outside area. Food is nutritious, freshly cooked before delivery to the provision and is served with salad or vegetables. Children are accompanied by staff during snack times and discuss the benefits of healthy eating. Children also make their own healthy snacks, such as fruit kebabs and healthy pizza. The standard of tidiness and cleanliness in the kitchen is good. Children can take a drink of water from the fountain at anytime. They wash their hands before eating and after using the toilet facilities. Children are learning about their safety. They understand the importance of road safety and stranger danger when they visit recreational areas within the local community. In addition, they regularly practise fire drills. This ensures they develop an understanding of their safety in the event of an emergency.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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